

# AN ANALYSIS OF MOTIVATING FACTORS IN EFL CLASSROOM OF SMP NEGERI 12 SUNGAI RAYA 2014/2015

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**Abstract:** This research is aimed at finding out what are the motivating factors in EFL classroom and which motivating factor is dominant in EFL classroom. This research was conducted to the eighth grade students of SMPN 12 Sungai Raya in academic year 2014/2015. The number of population was consisted of 74 students. The number of samples was 62. The researcher conducted a descriptive research in his research. The data was collected by conducting a survey and observations. Questionnaire and observation sheets were used as the tools of data collecting. Descriptive analysis was used in this research. The steps in data collecting were spreading questionnaires, conducting observations, and analyzing the responses of the questionnaires. The result of this research showed the five motivating factors were proven motivating the samples. Instrumental value was found to be the dominant factor, followed by students' interest, teacher's role, classroom situation, and self-efficacy. The students were more extrinsically motivated than intrinsically.

**Keywords:** Motivating Factors, EFL Classroom, Descriptive Research

**Abstrak:** Penelitian ini bertujuan untuk mengetahui apa saja faktor yang memotivasi di dalam pelajaran Bahasa Inggris dan faktor manakah yang dominan. Penelitian ini meneliti siswa kelas 8 SMPN 12 Sungai Raya pada tahun ajaran 2014/2015. Populasinya berjumlah 74 siswa. Jumlah sampelnya adalah 62. Bentuk dari penelitian ini adalah penelitian deskriptif. Data diperoleh melalui survey dan observasi. Angket dan lembar observasi digunakan sebagai alat pengumpulan data. Analisis deskriptif digunakan dalam penelitian ini. Langkah-langkah dalam pengumpulan data yaitu, menyebarkan angket, menjalankan observasi, dan menganalisis respon siswa dari angket. Hasil dari penelitian ini menunjukkan bahwa kelima faktor yang diteliti terbukti dapat memotivasi sampel. *Instrumental value* diketahui menjadi faktor yang dominan, diikuti oleh *student's interest*, *teacher's role*, *classroom situation*, dan *self-efficacy*. Para siswa lebih termotivasi secara ekstrinsik daripada secara intrinsik.

**Kata Kunci:** Faktor motivasi, pelajaran Bahasa Inggris, Penelitian Deskriptif

Motivation has been known as an element that can determine whether a student can be successful or not in learning. A strong motivation will help students to make more effort to do tasks and other activities related to the lesson. As stated by Muriel Saville-Troike (2006) that motivation is one of the differences among learners are considered as a basic point to answer the question of *why* some L2 learners are more successful than others. Otherwise, other students with low motivation will seem to be problematic (for example, they tend to be passive and talked during the lesson).

School as the place where the learning process happens and all the teachers involved become responsible to the outcome of their students achievement. Having demotivated students makes it requires a lot of works and time to help them to pass the minimum scores based on the curriculum applied at the school. This, have been more complicated as the government once excluded English from the subject of the state elementary school.

School is not the only place to learn English. Children can learn English through courses, and the environment where they live. They can also enrich their comprehension and vocabulary through books and movies. They may be familiar with English when their parents use English in their daily talking at home. However, many more will find English at school for the first time.

On other hand, the students have to study English of high level in High School. This can be problematic for the students. The only way to overcome the problem is by optimizing the learning process in Junior High School, including finding the motivating factors in EFL classroom. Thus, Junior High School might be a crucial stage as it is the place for the students to gain the basic of English skills.

It is more complicated as the English curriculum at Junior High School level in Indonesia shows some inconsistencies. The English curriculum seems to champion the integrated nature of communicative language teaching, which requires that all linguistic skills be taught in an integrated way and proportionally. Whilst, the English test in the national examination only emphasizes reading while the other macro skills are neglected almost altogether. More specifically, there is no question assessing listening skills, writing is assessed through questions related to structure, and speaking is not assessed at discourse level (Intansari, 2013).

SMP N 12 Sungai Raya has been chosen because it encounters the problems of demotivated students. This was found by the researcher after he did a pre-research. He interviewed the teacher about her English class and students' attitude toward the subject. The students sometime seemed distracted, did not response well when she asked a question and tend to be passive.

Other media of language learning in this school are limited. The language facility for the listening is absent. The teacher usually uses a tape recorder to play the recording or simply read aloud the materials of listening. Books and other written references for studying English can hardly be found in the school library. The teacher must find some supporting reading materials outside by herself.

The number of the students in each class are relatively large. Each class has at least 24-25 students. Harmer (2001) stated that the ideal number of the

students for language learning class is about 10 to 15 students. It is important to help teachers managing their class and arranging learning activities. Besides, large number of students can produce disturbing noise that can make the students hard to concentrate during the lesson.

The researcher thinks it is needed to improve the students' motivation in order to make them more interested in learning English. Therefore, in this research, the researcher tried to find out what things or factors make the students motivated and more importantly from the students point of view so that it can helps the teacher designs some kind of teaching tools, media, or treatments which suitable to the class situation.

In this research, the researcher believes that motivation is divided into two main categories: intrinsic and extrinsic motivation. Besides, this concept is more simple and easier to understand. Whilst, in constructing the motivating factors, the researcher used the consideration of similarities among the concepts in the previous studies for the sub categories.

Intrinsic motivation consists of 1) students' interest; 2) self-efficacy. Conttia (2007) defines self-efficacy as a factor concerns with learners' self-concept of competence. While, extrinsic motivation consists of 1) teacher's role; 2) classroom situation; 3) instrumental value, a more functional reason for learning the target language, such as job promotion, or a language requirement as defined by Gardner (1985).

This research focused on motivation as the key, considering the problems faced in EFL classroom stated above. Demotivation (the problem) hopefully can be solved after this research finished and indirectly find the demotivating factors.

## **METHOD OF RESEARCH**

After careful consideration, it was decided to apply Descriptive Method, a combination of both qualitative and quantitative approaches. According to Postlethwaite (2005), descriptive research provides informations about conditions, situations, and events that occur in the present.

The entire eighth grade students of SMPN 12 Sungai Raya in Academic Year 2014/2015 were chosen as the population of this research. In total, there were 74 students as the population. In attempt to generalize the result obtained from the analysis, a probability sample (random sampling) – simple random sampling was used in chosing the samples. The size of the sample was 62 students. The techniques of data collecting used in this research were survey and observation. Questionnaires and observation sheets were used as the tools of data collecting.

A descriptive analysis using descriptive statistic was applied in order to analyze and interpret the data obtained from the questionnaire spread among the students. Due to the data from questionnaire in this research are qualitative, it needs to be transformed into quantitative data (ordinal).

**Table 1**  
**Coding for Questionnaire Items**

Options	Not True	Mostly Not True	Not Either True or Untrue	To Some Extend True	True
Code	1	2	3	4	5

The descriptive statistic contains mean score, standard deviation, and other elements needed to describe the result of processed data.

The research procedure consisted of 3 steps, those were: 1) preparation, 2) data collectings, 3) finishing.

#### **Preparation**

The followings are things done during the preparation step: (1) conducting pre-research interview to the English teacher in SMPN 12 Sungai Raya; (2) designing the tools of data collecting; (3) determining the sample size.

**Data collecting:** (1) collecting the data of students' motivation (motivating factors) by spreading the questionnaires. The questionnaires were 5-Likert scale consisted of 25 statements in which the students needed to respond; (2) conducting observations in EFL classrooms (3 classes).

#### **Finishing**

- a. Analyzing the data obtained from the questionnaires and observation sheets.
- b. Describing the findings and giving conclusions as the answers to research questions.
- c. Writing the report

### **FINDINGS AND DICUSSION**

#### **Findings**

The researcher divided the five motivating factors into intrinsic and extrinsic, but in this part of research findings the researcher present each factor in turn in order to assess their relative contribution and identify the possible relationships between them. Students' responses were coded into 1 (not true), 2 (mostly not true), 3 (not either true or untrue), 4 (to some extent true), and 5 (true).

The analysis of the questionnaire showed that more than half of participants chose 5 (true) for following items: (a) students' interest (item 11), (b) self-efficacy (item 2), (c) teacher's role (items 5, 9 and 20), (d) classroom situation (item 22), and € instrumental value (items 3, 18, and 23). In other words, the participants considered these items as relatively more motivating. The result can be seen in table 3, which is presented in frequency and percentage.

Mean scores and Standard Deviations are presented in the table as well. The mean score indicates the tendency of data distribution. For example, item 1 has mean score of 3.74, it indicates averagely the students responses are between option 3 (not either true or untrue) and 4 (to some extent true). While, standard deviation shows the average distance of data to the mean score (center point). A low standard deviation indicates that the scores cluster together, while a high

standard deviation indicates that the scores are widely dispersed (Cohen, Manion, & Morrison, 2007).

The followings are the results based on each factors:

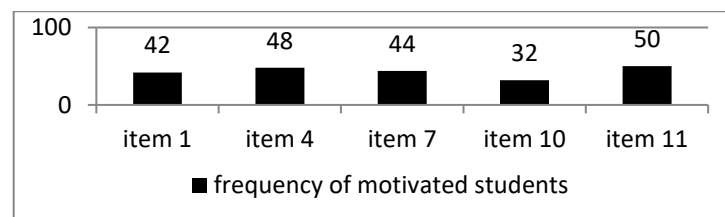
#### 1) Students' Interest

Table 2 shows most of the students (46.8 per cent) thought that it is 'to some extent true' that they always look forward to the day when they have English class (item 1). This also happened to item 4, as they had the same percentage for the option 'to some extent true'. Less students were uninterested in foreign countries (item 7). For item 10 and 11, it was found that more students thought these item to be 'to some extent true' and 'true'.

**Table 2**  
**Descriptive Statistics of Students' Interest (n=62)**

Items No.	M	SD	Responses Frequency					Responses Percentage				
			1	2	3	4	5	1	2	3	4	5
1	3.74	0.97	1	7	12	29	13	1.6	11.3	19.3	46.8	21.0
4	3.89	1.10	3	6	5	29	19	4.8	9.7	8.1	46.8	30.6
7	3.84	1.29	5	7	6	19	25	8.1	11.3	9.7	30.6	40.3
10	3.31	1.18	5	12	13	23	9	8.1	19.3	21.0	37.1	14.5
11	4.31	1.01	1	4	7	13	37	1.6	6.5	11.3	21.0	59.7

Diagram 1 shows the frequency of motivated students base on each item in Students' Interest. The frequencies were gained by summing the students' responses as mentioned in the previous chapter. For item 1, there were 42 motivated students. Item 4 has motivated 48 students. 44 students seemed motivated to item 7. The least motivating item in Students' Interest was item 10 since it motivated only 32 students. Item 11 was the most motivating item in term of Students' Interest. It has motivated 50. To be noted, the number of samples described by figures in this chapter might seems larger than 62 students. This happened because a student can be motivated to more than one item.



**Diagram 1. Proportion of Students' Interest Items**

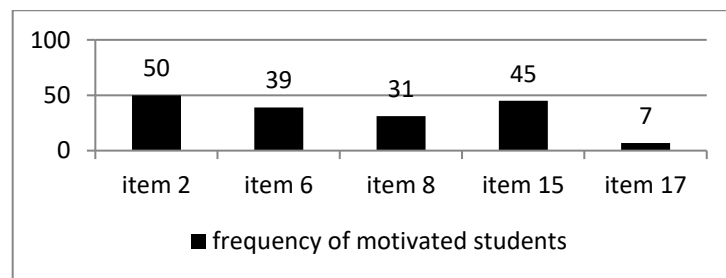
## 2) Self-efficacy

Table 3 shows that the percentage of students choosing ‘to some extent true’ and ‘true’ for item 2, 6, 8, and 15 is more than 50 per cent (summed). For item 17, it can be seen clearly that 80.6 per cent of the students did not consider this item to be motivating.

**Table 3**  
**Descriptive Statistics of Self-efficacy (n=62)**

Items No.	M	SD	Responses Frequency					Responses Percentage				
			1	2	3	4	5	1	2	3	4	5
2	4.34	0.92	1	1	10	14	36	1.6	1.6	16.1	22.6	58.1
6	3.73	1.02	2	5	16	24	15	3.2	8.1	25.8	38.7	24.2
8	3.27	1.20	6	11	14	22	9	9.7	17.7	22.6	35.5	14.5
15	3.92	0.99	0	8	9	25	20	0.0	12.9	14.5	40.3	32.3
17	2.52	1.22	16	15	19	7	5	25.8	24.2	30.6	11.3	8.1

The followings are frequencies of motivated students for items constructing Self-efficacy. The item with the highest number was item 2:”I expect to do very well in this class” (50 students), followed by item 15 and 6 (45 and 39 students). Item 17 (7 students) was the least motivating items. While, item 8 motivated 31 students.



**Diagram 2. Proportion of Self-efficacy Items**

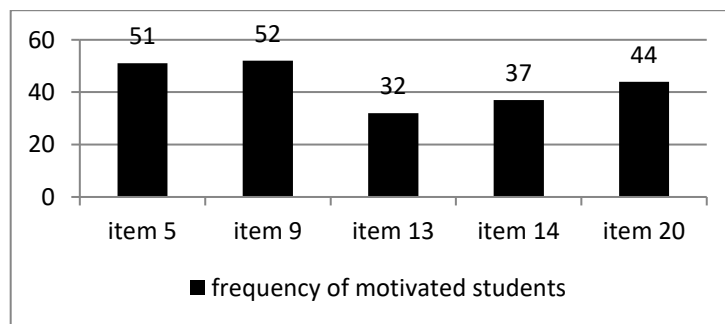
## 3) Teacher’s Role

More than 50 per cent of students chose ‘true’ for item 5, 9, and 20 (50 to 66.1 per cent). Less students chose ‘true’ for item 13, however, when it has been summed by the option ‘to some extent true’, the percentage would raise to 51.6 per cent. The same thing would happen to item 14. The details can be seen in table 4.

**Table 4**  
**Descriptive Statistics of Teacher's role (n=62)**

Items No.	M	SD	Responses Frequency					Responses Percentage				
			1	2	3	4	5	1	2	3	4	5
5	4.24	1.08	3	2	6	17	34	4.8	3.2	9.7	27.4	54.8
9	4.44	0.93	1	2	7	11	41	1.6	3.2	11.3	17.7	66.1
13	3.19	1.36	10	11	9	21	11	16.1	17.7	14.5	33.9	17.7
14	3.56	1.25	4	11	10	20	17	6.5	17.7	16.1	32.3	27.4
20	4.03	1.15	0	11	7	13	31	0.0	17.7	11.3	21.0	50.0

Diagram 3 shows the frequencies of motivated students for the five items constructing Teacher's Role. All the items have frequencies more than half of the total number of samples (62). The highest one was item 9: "I like the teacher to tell me what my difficulties are." Fifty two students were motivated to this item. The next place was occupied by item 5 with 51 motivated students. Item 20 and 14 have motivated 44 and 37 students. The smallest frequency of motivated students in Teacher's Role was gained by item 13 with 32 students.



**Diagram 3. Proportion of Teacher's Role Items**

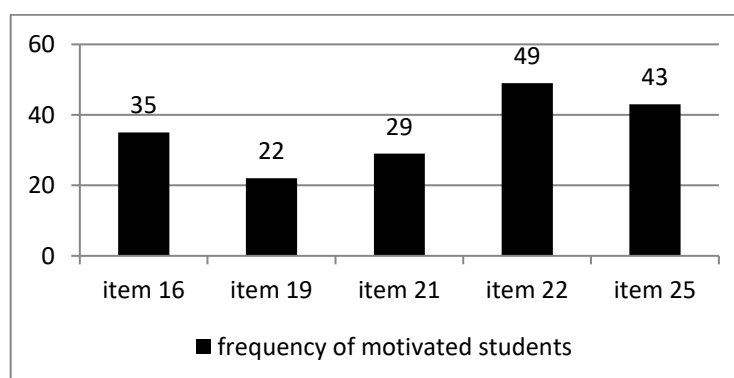
#### 4) Classroom Situation

Fifty six point five per cent (sum of 'to some extent true' and 'true') of the total sample agreed to the statement "I like the atmosphere of my English class" (item 16). While, 11.3 per cent of the sample thought it was 'not true' that the materials of English lesson are interesting (item 21). Most students (53.2 per cent) thought it was 'true' that the teacher likes to encourage them. The details can be seen in table 5.

**Table 5**  
**Descriptive Statistics of Classroom Situation (n=62)**

Items No.	M	SD	Responses Frequency					Responses Percentage				
			1	2	3	4	5	1	2	3	4	5
16	3.42	1.27	7	8	12	22	13	11.3	12.9	19.3	35.5	21.0
19	2.89	1.26	12	11	17	16	6	19.4	17.7	27.4	25.8	9.7
21	3.27	1.21	7	8	18	19	10	11.3	12.9	29.0	30.6	16.1
22	4.16	1.13	2	6	5	16	33	3.2	9.7	8.1	25.8	53.2
25	3.77	1.31	6	6	7	20	23	9.7	9.7	11.3	32.3	37.1

It can be seen in diagram 4 that item 22 took the highest frequency of motivated students (49 students). The second place was occupied by item 25 with 43 motivated students. The rest items (item 16, 19 and 21) supplied less frequencies of motivated students (35, 22, and 29 students).



**Diagram 4. Proportion of Classroom Situation Items**

#### 5) Instrumental Value

Instrumental value was considered highly motivating due to the responses percentage of its items, especially for item 3 (studying English can be important to me because I think it will someday be useful in getting a job and/or making money), item 18 (I study English because I think English will be necessary for me when I am an adult), and item 23 (I am studying English in order to enter a high school or a university). All these items have more than 50 per cent of the samples chose 'true' as their responses (see table 6).

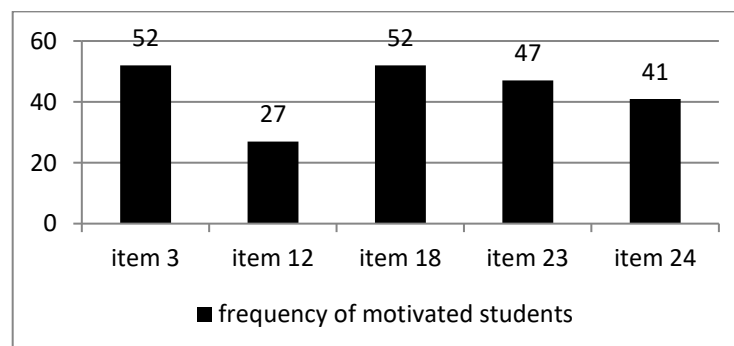
It can be said that only 43.6 percent of the sample chose 'to some extent true' and 'true' (summed) for item 12. More students thought it was 'true' that their parents hope their English will be proficient (item 24) than thought the otherwise ('not true').



**Table 6**  
**Descriptive Statistics of Instrumental Value (n=62)**

Items No.	M	SD	Responses Frequency					Responses Percentage				
			1	2	3	4	5	1	2	3	4	5
3	4.23	1.09	3	3	4	19	33	4.8	4.8	6.5	30.6	53.2
12	3.06	1.44	13	10	12	14	13	21.0	16.1	19.4	22.6	21.0
18	4.29	0.98	1	4	5	18	34	1.6	6.5	8.1	29.0	54.8
23	4.11	1.17	2	7	6	14	33	3.2	11.3	9.7	22.6	53.2
24	3.77	1.26	6	3	12	19	22	9.7	4.8	19.4	30.6	35.5

Diagram 5 shows a comparison of frequencies of the item included in Instrumental value. Item 3 and 18 shared the same number of motivated students (52 students). Item 23 motivated 47 students. While, item 24 got less number of motivated students (41 students). The item with the least frequency is item 12: “Studying English is important to me because I am planning to study abroad.” This item has only 27 motivated students.



**Diagram 5. Proportion of Instrumental Value Items**

### Observation Outcome

The researcher observed two meetings of each class (class A, B, and C) which was approximately 12 hours in total (one hour took 40 minutes). At each observation, the researcher filled the observation sheets and took notes on things assumed as motivating factors during the teaching learning activities. The notes taken during the observation were meant to support the data of questionnaire.

Based on the notes taken, the researcher made a list of the general features of English lesson in the second year of SMPN 12 Sungai Raya and some physical settings of the classroom:

- 1) The lesson usually opened with brainstorming session. The teacher asked the students to guess what would they study. The students seemed interested and more active.
- 2) On the reading section, the students were usually asked to read aloud followed by the reading comprehension exercises. The teacher read the text first as model so the students were able to read aloud well (with minor mistakes)
- 3) The teacher wrote the new vocabulary on the board and students independently found the meaning using dictionary (this could be an exercise or homework). Then it would be discussed together.
- 4) In any occasion, the teacher spoke in English with some code-switching. Sometimes, a question given and the students inquired to answer in English even though many students would answer in Indonesian.
- 5) The teacher gave compliments to the students who got good scores in accomplishing tasks and encouraged the ones who still made mistakes.
- 6) The teacher inquired the students to speak in English to anyone (to teacher or friends) during the lesson.
- 7) The classroom was set one table for each student. This is good to support students' self-efficacy even though it was found that many students work in pairs or groups while doing individual tasks.
- 8) The school is located in rural area surrounded by farms. This made the school isolated from the noise of city. It is very useful to create good atmosphere for students' learning activities.
- 9) The lightings and air circulation were good enough. This could help to make favorable atmosphere to study.
- 10) The students studied with the shoes taken off. This regulation were made by the school in order to keep the classroom clean.

From the features pictured above, there were two factors namely Teacher's Role and Classroom situation. The teacher took the main part in motivating the students (6 of 10 features that can be noted). This fact is quite similar to the questionnaire result. The other factors of motivation (e.g, student's interest, and instrumental motivation) were hardly to be found through the observation.

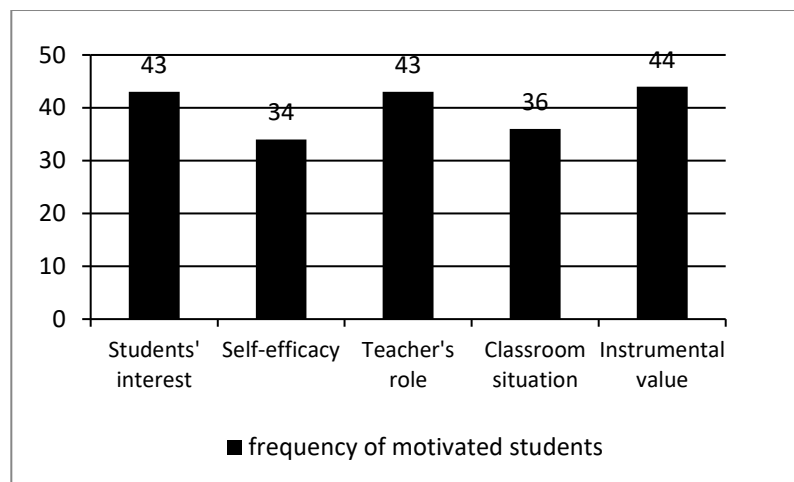
The first finding has led this study to the answer of the second research question. The result were obtained by calculating the average of motivated students frequencies and comparing the scores of each factor. The following is the descriptive statistic of the dominant motivating factors.

**Table 7**  
**Descriptive Statistic of Motivating Factors (n=62)**

Factors	Average of motivated students'	
	frequencies	Rounded
1. Students' interest	43.2	43
2. Self-efficacy	34.4	34

3. Teacher's role	43.2	43
4. Classroom situation	35.6	36
5. Instrumental value	43.8	44

All the five factors of motivation are statistically motivating more than half of samples' total number. Diagram 6 graphically shows how many students were motivated by each factors (rounded). The most motivating factor for the 8th grade students of SMPN 12 was Instrumental Value, followed by Teacher's Role and Students' Interest. These factors were statistically more motivating than other factors due to the number of students who responded positively to them. Self-efficacy was considered as the least motivating factors among the others. While, Classroom Situation took the fourth place as the dominant factor.



**Diagram 6. General Profiles of Motivating Factors**

## Discussion

The first research question of this study asked what the motivating factors in EFL classroom are. The five factors (students' interest, self-efficacy, teacher's role, classroom situation, and instrumental value) were proven to be motivating. There were only two items which considered less motivating, item 17 (self-efficacy): "My study skills are excellent compared with others in this class.", and item 19 (classroom situation): "My classmates like English".

Students' interest was responded positively by averagely 43 students. They considered this factor to be motivating. Students who were interested in the subject (English) would report they had favorable attitudes toward the target language, such as looking forward to the subject, intention to use the target language and interest in foreign countries. Gardner (1985) included students' interest in integrative motivation which reflecting a favorable attitudes toward the target language community and possibility a wish to integrate and adapt to a new target culture through use of the language.

More than half of the total samples responded positively to Self-efficacy. It means these samples or students had Self-efficacy as one of the factors constructing their motivation. Students who believe they were capable were more likely to report that they had good expectation in the subject (English), preferred challenging tasks, and believe in their skills. Capability beliefs (Self-efficacy) reflect an individual's confidence regarding to their ability to achieve a goal (Packer, 2004).

Students who preferred particular teacher's roles as motivating factor would report positive responses to the items in Teacher's role, such as requiring the teacher to tell their progress and difficulties, teacher's encouragement, and teacher's attention related to students' activity and learning goals. There were averagely 43 students preferring these roles of teacher. Beliefs about teacher's role concern with all have to do with learners' beliefs about and preferences for the role of the teacher (Conttia, 2007).

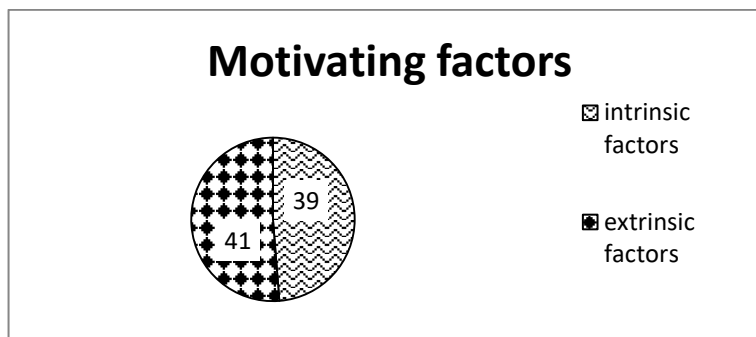
Classroom Situation was responded positively by averagely 36 students. They considered this factor to be motivating. Students who were motivated by the situation of a classroom would report they like the atmosphere and lesson materials of the class, and they had been supported by the teacher, classmates and learning facilities. Situational incentives could be physical and social events which are valued or perceived as attractive/unattractive by the individual, including exciting or intrinsically motivating task, positive interpersonal relationship, events that satisfy or threaten an individual's goals, and events that arouse an emotional response (Packer, 2004).

Most of the total samples responded positively to Instrumental Value. It means these samples or students had Instrumental Value as one of the factors constructing their motivation in EFL classroom. Students who studied English for instrumental reasons were more likely to report that they studied for jobs opportunities or future education, and fulfilling parents' expectations. Instrumental motivation (instrumental value) reflects functional reason for learning the target language, such as job promotion, or language requirement (Gardner, 1985).

On the other hand, there were two factors found during the observation: (a) teacher's role and (b) classroom situation. Extrinsic factors were the most to be found during the observation. The researcher also found that the students would rather doing tasks with friends' help than working individually. This can be the reason why the questionnaire item no. 17 (Self-efficacy) considered less motivating. Self-determination (Self-efficacy) requires that people accept their strength and limitation, be cognizant of forces acting on them, make choice, and determine ways to satisfy needs. Motivation suffers when people cannot exercise self-determination (Deci, 1980).

Ryan and Deci's study (2000) have shown that both intrinsic and extrinsic factors need to be included in analyzing motivation. While, the current research showed the same thing. This research is very important in determining whether motivation excludes one of these factors or not. The result showed that the proportion of motivating factors that affected the motivation of eighth grade students of SMPN 12 Sungai Raya was quite balance. Intrinsic factors had

motivated averagely 39 students, and extrinsic factors had motivated 41 students in average. The details can be seen in diagram 7.



**Diagram 7. General Profile of Motivating Factors Base on The Main Categories**

The second research question asked which motivating factor is dominant in EFL classroom. It was found that *Instrumental value* dominantly motivated the 8th grade students of SMPN 12 Sungai Raya, followed by *Students' interest* and *Teacher's role*. *Classroom situation* was in the fourth place. While, *Self-efficacy* took the last place of the motivating factors and seemed to be less motivating. This research is important considering the participants (students) were low motivated (see Chapter I). By knowing which factor motivating the participants, the teacher can arrange strategies to raise students' motivation, especially the dominant one. It is fair to say that the 8th grade students of SMPN 12 Sungai Raya were extrinsically motivated, considering two of the motivating factors on top were categorized as extrinsic motivation.

The finding above, supports the other studies which found that extrinsic motivation gave more influence to students along with each advancing grade. One reason for this is as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for nonintrinsically interesting tasks (Ryan & Deci, 2000).

## CONCLUSION AND SUGGESTIONS

### Conclusions

After having the entire processes of the research, the researcher would like to point out some conclusions. The conclusions consist of the general findings: 1) This study showed that the five motivating factors (Students' Interest, Self-efficacy, Teacher's Role, Classroom Situation and Instrumental Value) were proven to be motivating. None of them were excluded from the list. 2) The results obtained from the observation show that in the teaching learning process, teacher took main part in motivating the students. In other words, teacher's role is very. Teacher seems to be a model, a motivator, an agent who can supply or support and stimulate other motivating factors, especially the intrinsic factors. A teacher can explain the importance of studying English to the students and increase their awareness about the instrumental value of English. Later on, it might be integrated to their intrinsic motivation. 3) The dominant motivating factor was Instrumental

Value. Students' Interest and Teacher's Role were in the second place, followed by Classroom Situation. Whilst, Self-efficacy became the least motivating factor.

### **Suggestions**

The researcher provides some suggestions in this research, those are: 1) As all the motivating factors were proven to be motivating, they must be facilitated by the school and teacher, especially in support to the classroom situation. Language learning facilities should be afforded as well. 2) The English teacher should be aware of the role of a teacher as a motivating factor. The increase of giving motivation, appreciation to students' works or tasks, and rewards would be necessary. 3) The English teacher should try to find what things that can the instrumental motives for students in learning English. 4) As Self-efficacy was found to be the least motivating factor, the teacher should be strict in giving individual tasks. Working in groups while doing individual tasks could decrease students' self-efficacy. Besides, challenging tasks would be a good option in attempt to increase students' self-efficacy.

The researcher realizes, this research is far from perfection. One obvious limitation of the current research is that the intrinsic motivation of the students seem to be latent. This implies there is a need for further research to probe into students' varied conceptualization of motivation in learning English. Therefore, replication of the research using other method of data collecting such as interview, by considering other contexts of intrinsic motivation may lead to more revealing result regarding to the variables of this research and their relationships.

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